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ABSTRACT

Developed to provide community animators or facilitators, extension workers, and trainers in east, central, and southern Africa with units and modules useful in compiling training courses to meet their own needs, this three-part guide includes, for each target group, a discussion of the group's needs/problems and roles and suggests learning objectives, content topics, training approaches or methods, and resources. Part 1 looks specifically at the orientation of community animators--the key links between development agencies and community members--and indicates methods for extension workers to establish links and develop a working relationship with the animators. Part 2 discusses training the extension worker, while part 3 provides 13 modules for the training of trainers on the following topics: (1) communications theory, models, and practice; (2) rural/urban development and communications; (3) the community approach; (4) training policy in relation to communications training for basic services; (5) communications program development, planning, and management; (6) psychology of the adult learner; (7) guidance and counselling; (8) leadership strategies; (9) training strategies; (10) instructional methods and techniques; (11) selection, utilization, maintenance, and evaluation of media and teaching aids; (12) traditional popular media; and (13) evaluation techniques. (LMM)

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# 1

# TRAINING CURRICULUM

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COMMUNITY DEVELOPMENT WORKERS' TRAINING SERIES

# TRAINING CURRICULUM


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## CONTENTS


| | |
|---|---|
| Preface | v |
| List of Participants at the Curriculum Writing Workshop | vi |
| Introduction: | vii |
| **PART 1: Approaches to the Orientation of Community Animators/Facilitators** | 1 |
| Introduction | 1 |
| Who is a Community Facilitator/Animator? | 1 |
| Roles of a Community Animator | 1 |
| A Community Animator's Problems | 2 |
| Learning Needs of Community Workers | 2 |
| Training Content | 3 |
| Approaches to Orientation Training | 5 |
| **PART 2: Training the Extension Worker** | 7 |
| About the Extension Worker | 7 |
| The Problems/Needs of An Extension Worker | 7 |
| The Tasks of An Extension Worker in Community Development | 8 |
| Training Objectives | 9 |
| Approaches, Strategies and Methods of Training | 9 |
| Some Useful Books | 12 |
| **PART 3: Training of Trainers** | 13 |
| About the Trainer | 13 |
| Training Objectives | 13 |
| Training Modules | 15 |
| Module 1: Communications Theory, Models and Practice | 15 |
| Module 2: Rural/Urban Development and Communications | 16 |
| Module 3: Community Approach | 17 |
| Module 4: Training Policy in Relation to Communication Training for Basic Services | 17 |
| Module 5: Development, Planning and Management of Communications Programmes | 18 |
| Module 6: Psychology of the Adult Learner | 19 |
| Module 7: Guidance and Counselling | 19 |
| Module 8: Leadership Strategies | 20 |
| Module 9: Training Strategies | 20 |
| Module 10: Instructional Methods and Techniques | 21 |
| Module 11: Selection, Utilization, Maintenance and Evaluation of Media and Teaching Aids | 21 |
| Module 12: Popular Media | 22 |
| Module 13: Evaluation Techniques | 23 |

# PREFACE

Training community workers and community leaders is a major activity in the implementation of the development plans of our countries. Development agents and community workers are important mediators between government structures, international agencies, and communities. They intervene to help the interacting parties to articulate their perceptions of development, priorities of needs, problem alleviation, and clarification of misunderstanding in communication. They can offer guidance in the planning, initiation, and implementation of projects, since they have the benefit of having their feet in and understanding both worlds: bureaucratic structures and the social-economic processes of communities.

Many African countries have recognized this crucial role of community development agents: that is why there is a large corps of extension agents and their supervisors in government ministries and in non-governmental and voluntary agencies. These agents are trained in specialized pre-service institutions and are followed up after training, supervised in the field, or given occasional in-service supplementary training. A close analysis of the nature of their training, however, reveals that most of the training content is heavily weighted in favour of technical skills and knowledge of their basic professional practice. Little attention is paid to communication and the interpersonal skills of interacting with community members in the dissemination of skills in agriculture, health, nutrition, family planning, commerce, or any of the other concerns of their parent agencies.

Training these cadres in the skills of interpersonal and group communication has been identified as a key activity in facilitating the participatory development of communities to enable them to meet their basic needs. The Communications for Basic Services Regional Project for Eastern Africa aims at intervening and facilitating the training and re-orientation of agents and re-emphasizing communication elements in their training.

## OVERALL OBJECTIVE OF THE PROJECT

The project hopes to improve communities by promoting self-reliance and participation in meeting basic needs, especially those relating to education, food, nutrition and health, water, the home, and environmental improvement by:

1 re-orienting and strengthening the pre-service and in-service training of extension workers in skills of interpersonal communication and mobilization of communities;
2 research, development, testing and evaluation of more relevant African-based curricula, training methods, and materials;
3 reduced reliance on overseas development models, training approaches, and personnel resources through research and documentation of experiences from the region;
4 evolving a system of regional intercountry sharing and exchange of experiences, personnel skills, and training materials;
5 evolving a system for harmonizing the efforts of government, non-governmental and parastatal agencies engaged in training, and establishing a system by which the process can be self-regenerative.

It is hoped that the project will promote increased attention to communication training as well as demonstrate and set in motion mechanisms and processes for achieving these objectives.

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# Introduction

**Purpose of the Curriculm Package**

The purpose of this curriculum package is to provide trainers, extension workers, and community animators in East, Central and Southern Africa with a series of training units and modules, covering carefully selected and analysed content areas, useful in the compilation of training courses to suit their own needs.

**Development of the Curriculum (History, Approach and Structure)**

A great deal of time, careful and qualitative thinking, analytical discussion and sharing of experiences by experts drawn from the Eastern, Central and Southern Africa Region went into the development of this package, during the period mid-1980 to the end of 1982. Two main strategies were used in the development of the package, derived from independent work by Institute of Adult Studies (IAS) specialists and by consultative Regional Experts workshops.

Prior to the meeting of Experts on Communications for Social Development, which took place from 22 to 24 September 1980, and which consisted of experts from the region, a tentative curriculum in communications for Social Development was prepared by IAS specialists.[1] This was studied, examined and discussed during the experts' meeting. Suggestions for the improvement of the package were recorded, and a consensus was also reached that the modular approach to communications training was most appropriate, as this could be used as an "à la carte" menu, with each country selecting elements according to the needs of its clients.[2]

During the month of October 1980, further work was carried out on the package. The modified version was presented to the Regional Policy-makers Workshop held in Nairobi, 3 to 6 November 1980, and further suggestions for its improvement were recorded.[3]

This was followed by a series of informal consultations between the IAS specialists and the UNICEF Communication and Information, Project Support Communication personnel during the period from November 1980 to April 1981, while the strategies and plans for the Regional Curriculum Development Workshop were being worked out. The Curriculum Workshop held at the Institute of Adult Studies of the University of Nairobi in April 1981 reviewed the drafts, complied curriculum outlines and modules, and identified existing training resources.

Following editorial work by staff at the IAS, the package was examined, reviewed and adopted by trainers at the Country Co-ordinators Workshop held at the IAS in September 1981, the Southern Countries Sub-regional Workshop in Mbabane, Swaziland (April 1982), and the Northern Sub-regional Workshop, in Nazareth, Ethiopia (November 1982), and tested during the national workshops in Lesotho, Swaziland, Botswana, Zambia, Tanzania, Kenya, Mauritius, Ethiopia, and Zimbabwe.

**Process of Development of Package**

The Regional Curriculum Development Communication and Adult Education Training experts who met at the Institute of Adult Studies from 30 March to 11 April 1981 spent two laborious weeks consulting print and non-print sources, sharing experiences, studying situations in the different countries of the region, and discussing training implications. They worked in three groups (each group concentrated on a section of the target group, i.e. trainers (A), extension workers (B), and community animators (C)). They used the curriculum structure discussed above and suggested and compiled a wide range of information under each element.[4]

This series of inputs was analysed, organized and produced in the form of the final product found in the following pages. This package may be seen as the culmination of the efforts outlined above.

**Broad Learning Goals**

Broad learning and training goals for the three categories of the target groups were found to be as shown below:

1. F. Karani and N. Njiru, Curriculum for Training in Communication for Social Development in Africa, prepared for the Meeting of Experts, 22–24 September 1980.
2. Report of the Experts Consultation on Communication for Social Development, Nariobi, 22–24 September 1980. UNICEF. pp. 711.
3. Report on the Policy-Makers Workshop. Nairobi, 3–6 November 1980. UNICEF.
4. Report of the Regional Curriculum Development, Communication and Adult Education Training Experts, Kikuyu, Nairobi, 30 March–11 April 1981.

*Trainers*

Gaining skills for personal growth and professional stature; surveying of needs and problems of learners; research in and experimention, testing and use of training approaches, methods, media and learning materials; planning and implementation of training activities; follow-up and evaluation of the effectiveness and impact of training programmes.

*Extension Agents*

Understanding of the community and interpersonal dynamics of their assigned areas; testing the use of popular-participation and indigenous communication techniques; leadership, counselling and guidance of community groups and individuals; planning, implementation and evaluation of projects; design and testing of learning aids.

*Community Animators*

Skills in communication for the mobilization and motivation of the community; organization, leadership and animation of groups and individuals; initiation and demonstration of innovative behaviour; planning, implementation and evaluation of projects; advocacy of community needs and priorities to government and other agencies.

**Underlying Philosophy of Training**

1 The regional communication experts, trainers and policy-makers who were involved in the formulation of the project and curriculum packages emphasized the crucial role of and link between extension agents and the animators who have their roots in their communities. It is this vital link which is the weakest in the chain of development extension and communication training.
2 The outlines and themes are seen as suggestions of key concepts and direction for the training of development agents in concepts, methods, approaches and strategies for encouraging popular participation and the activation of community groups.
3 Emphasis is laid on the use of active learning through doing, experimenting, discovering and experiencing as a way of engendering permanent learning and arousing interest. It was the experts' belief that active learning would facilitate the acquisition of skills in self-reliance by the learners, and would perpetuate the use of techniques learnt in a formal setting once they were back in their own communities.

It was also recommended that a "holistic" approach should be used in producing the final product, as this would facilitate independent use of the package. Hence the main elements analysed and developed and which form the basis of the structure of this package include:

1 the target group, needs/problems/roles;
2 learning objectives to be achieved;
3 content topics;
4 approaches to be adopted in training/learning;
5 resource materials.

Below is a schematic model presenting the elements and the approach used in developing this curriculum package.

| | Objectives | Content (knowledge, attitudes, skills) | Approaches (training strategies; instructional methods and techniques) | Resources (human and materials resources) |
|---|---|---|---|---|
| *Community animators* | | | | |
| Role | | | | |
| Needs/problems | | | | |
| *Extension workers* | | | | |
| Role | | | | |
| Needs/problems | | | | |
| *Trainers* | | | | |
| Role | | | | |
| Needs/problems | | | | |

**Use of the Package**

It is expected that the users of this package will be trainers and administrators in national training institutions, government ministries and non-government agencies of East, Central and Southern Africa (and other third-world countries) involved in the provision of formal and non-formal education services and the improvement of the well-being of the rural and urban inhabitants in their countries. The package will supplement and revitalize on-going programmes.

The range of module and unit topics has been made as comprehensive as possible in order to

enable and help the trainer to design and implement both pre- and in-service training courses in communication for social development.

Although emphasis is on innovation and self-sufficiency, the package provides various approaches suitable for the trainer to follow and also suggests training strategies and media suitable for imparting the required information and teaching essential skills.

It should be noted that the bibliography contained in the package is not exhaustive. The trainer is asked to locate and identify additional relevant resource materials.

*In view of the nature of the regional project, the package should be used as an "à la carte" menu, i.e. each country should select elements to suit national situations and agency needs and objectives according to the varying needs of clients.*

The Regional Resource Centre would appreciate any comments or suggestions as a way of feedback from trainers or heads of institutions, ministries and development agencies. Their ideas will help in the improvement of guidelines for communications training in the region.

For further details on the project or requests to be included on the mailing list, please contact:

The Project Co-ordinator,
Training in Communications for Basic Services,
UNICEF, Eastern Africa Regional Office,
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Kenya.

# Part 1

## Approaches to the Orientation of Community Animators/Facilitators

### INTRODUCTION

The community animator is seen in this training approach as the key link between development agencies and community members. It is therefore considered essential that he should be the person to revitalize the efforts of the extension workers by facilitating the implementation of their development messages. Because of the proximity of the animator, the contacts he has with individuals and organizational structures, as well as his understanding of the communication processes of his community, he is ideally placed to affect and influence change.

The strategies developed in this package do not envisage formal training of this vital group. Rather they indicate the process by which extension workers can establish links, develop a working relationship with, and guide as well as consult the animator from time to time. The package attempts to identify the community roles performed by animators and the difficulties they have in performing those roles, and attempts to suggest some learning content that would help them cope with the demands of the roles.

Unlike the packages for the trainer and extension workers, this package does not anticipate long periods of training in a formal setting; brief periods of orientation such as one- or two-day seminars and meetings lasting a few hours are suggested. The learning content is also kept down to the very essential items. Due to the shortage of relevant, locally developed literature in the languages of the communities involved, it is difficult to cite references for this section. Readers are advised to find out what suitable guides exist in local situations or commission their development.

#### Who is a Community Facilitator/Animator?

1 A community facilitator/animator lives and belongs in the community as a respected, accepted member, has the confidence of the people, most likely because he has a recognized skill, or is a model for his community. He identifies closely with community values, aspirations and concerns. Hence he knows the community well; its problems, members, needs, and customs.
2 He is most likely not a government worker—he could serve as a "part-time" link between the government agent and members of his community.
3 He often plays a leadership role as a volunteer. "An animator" might be a committee, not just an individual.

*Examples of Community Animators*

- traditional arbitrators; e.g. the *Liguru* among the Maragoli of Kenya;
- traditional midwives (TBAs), primary-health-care workers, herbalists, traditional healers;
- successful farmers, businessmen, etc.;
- headmen or village leaders;
- teachers;
- leaders of different religious denominations and local groups; e.g. "Akorino", "Lensina", "Sacred Heart of Makumbi";
- clan patriarchs (heads);
- leaders of community welfare groups; e.g. women's groups, youth groups, co-operatives, "idir" (in Ethiopia), political party officials, etc.

#### Roles of a Community Animator

As a member of the community the animator is totally involved in its welfare as a leader and guide. Specifically:

- he defines and articulates community needs and priorities;
- he solicits consensus on priorities and needs;
- he interprets and translates in-coming messages;

- he persuades the community to accept new information and commit itself to act on it;
- he continually reinforces development actions in the community through constant encouragement (i.e. he animates people);
- motivates and organizes people in the community to work together;
- he identifies problems in the community and recommends remedial action(s);
- he identifies subsequent or emergent needs of the community;
- he assesses the effectiveness of community actions;
- he keeps in contact with adjacent communities on matters of common interest;
- he helps the community to locate sources of assistance (material, financial, expertise, etc.);
- he guides and counsels community members;
- he identifies available resources within the community.

**A Community Animator's Problems**

Despite all his enthusiasm and goodwill, the animator often:

- lacks modern facilities and materials necessary for performance of his role;
- lacks skills: in public speaking, choice of media, analysis of interpersonal communication;
- is illiterate or has attained a low level of formal education—has often completed only a few years of primary school;
- feels inferior to urbanites and the "educated";
- works with an illiterate community;
- lacks skills to integrate traditional communication methods into current community activities;
- is perceived as an agent of outside forces due to contacts with government workers;
- method of his selection and source of authority is unclear;
- faces interferences from outside forces, e.g. politicians;
- his role is often misunderstood because it is not clear whether he is a change agent or a perpetuator of traditions;
- lacks knowledge of how to conduct meetings and deal with group problems;
- lacks support and recognition both from the community and from government due to suspicions of his allegiance by both;
- is unaware of effective communication methods and barriers.

**Learning Needs of Community Animators**

*A. Personal Knowledge*

Community workers could benefit from better knowledge in regard to:

- literacy;
- his self-awareness in relation to personal strengths and weaknesses;
- current government/national plans and policies;
- sources of available resources;
- technical information on modern ways of doing things;
- his roles in the community;
- variety of communication channels and barriers to effective communication.

*Change of attitudes*

There is a need for the animator to change in respect of:

- inferiority towards others, e.g. urbanites, the "educated", etc.;
- mistaken self-perception;
- playing the wrong role; e.g. instead of facilitating and helping, he may see himself as a giver of orders and a director;
- interacting with others—one-way communication is adopted; i.e. he does not listen to others. He simply talks and gets no feedback;
- being afraid of personal feedback—he may be defensive;
- exclusive group identification; e.g. in respect to age, religion, wealth profession.

*Skills*

Animators need to learn procedures and skills in:

- operating and using media (traditional and modern);
- counselling those with problems or in difficulties;
- conducting meetings;
- organizing groups;
- public speaking;
- selecting media for effective communication;
- analysis of community needs, structures, priorities, resources;
- interpersonal communication and human relations;
- leadership; e.g. decision-making, problem-solving, conflict resolution;
- liaising and co-ordinating with groups and agencies; e.g. in involving, sharing information on activities.

*B. Social/Situational Knowledge*

In respect to his environment and social-situational conditions he has to know:

- the social barriers to communication; e.g. traditional communication practices;
- forces for (e.g. individuals, interest groups) or against his communication;
- community potential and resources;
- level of literacy—e.g. literacy in vernacular and in national or official languages;
- outside resources; e.g. materials, finance, markets, resource persons.

*Change of Attitudes*

He needs to find out:

- how he is perceived by members of the community; e.g. his role, contribution and potential for helping them;.
- legitimacy—source and validity of his authority;
- reasons for lack of support or apathy towards his proposals;
- lack of recognition and credibility;
- lack of status and recognition by government structures.

*Skills*

He needs skills in:

- the diffusion of existing skills among community members;
- building upon, changing, and adapting existing practices.

**Training Content**

Note that under each training-content area only the major objectives are broken down into knowledge, skills, and attitudes. Other objectives are listed for the attention of trainers who may wish to analyse them on similar lines.

*1 Knowledge of the Community*

*Learning objectives*

a. Identifying and explaining the needs and priorities of the community.

*Knowledge required*

- the extent of the community; geographical coverage;
- expressed/unexpressed concerns, worries, feelings, causes of community problems;
- importance/urgency attached to solving each need.

*Changes in attitudes*

- acceptance of community views, opinions and feelings;
- de-emphasizing one's own ideas and seeing things from other people's point of view.

*Skills in*

- surveying the community;
- observation, discussion, listening, questioning, decision-making on priorities.

b. Using communication skills in relation to individuals and groups.

*Knowledge*

- the distinction between effective and non-effective approaches and behaviours in the community;
- how groups function;
- individual differences; likes and dislikes.

*Attitudes*

- assessment of his own attitudes and weaknesses and their effects on others' tasks.

*Skills*

- developing and sharpening skills in listening, talking, diagnosing, exploring, reflecting, giving feedback, soliciting feedback, observing non-verbal behaviour, empathizing.

c. Identifying the community's potential for meeting its financial and material needs.

d. Identifying the successes and failures of community actions.

*Knowledge*

- identifying indicators of successes or failures;
- finding out the root causes of failures.

*Attitudes*

- developing an honest approach towards programme assessment.

*Skills*

- learning how to elicit feelings, views, and opinions.

e. Locating internal and external sources and finding out conditions for obtaining expert advice and financial and material help.

*Learning Content in Understanding the Community*

- knowing and understanding barriers to communication in the community;
- identifying needs and priorities of community members;
- knowing formal and informal leaders;
- identifying external and internal resources, skills, materials and finance;
- identifying channels of communication between communities;
- finding out sources and conditions of aid;
- identifying and consulting knowlegeable people, sources of information;
- being aware of traditional and modern approaches to counselling;
- being aware of personal and family problems;
- identifying subsequent and emergent needs.

*2 Communication Skills and Techniques*

*Objectives*

After orientation training the facilitator/animator will be able to:

a. plan and conduct meetings whose purpose is to communicate information to participants:

*Knowledge*

- when, how and where to convene a meeting;
- how to conduct meetings;
- how to address problems which may arise, and how to deal with them.

*Attitudes*

- involving the people;
- participatory planning and decision-making;
- valuing other people's ideas.

*Skills*

- organizing; e.g. consensus seeking;
- group dynamics;
- leadership; e.g. how to deal with difficult people;
- record-keeping; e.g. minutes of meetings.

b. organize follow-up sessions that will review the progress of a project:

*Knowledge*

- What is follow-up?
- At what stage are the plans?
- What problems have been encountered?
- Who should be contacted?
- When and how often should follow-up be done?

*Attitudes*

- Why is follow-up essential and yet not done?
- Follow-up is for improvement, not witch-hunting.

*Skills*

- organizing review exercises;
- identifying necessary information;
- sharing information collected;
- using the information generated.

c. identify the channels of information shared by surrounding communities and initiate contacts with other facilitators and groups;
d. identify and use available sources of information;
e. give positive feedback to the people by highlighting their success in order to motive them;
f. be aware of his attitudes towards sources of information;
g. analyse the content of information in order to make it suitable to community needs;
h. be aware of factors which influence message acceptance and of the barriers to communication;
i. select appropriate media for presenting information;
j. establish means for generating feedback from the target group;
k. use communication skills in relating to individuals and groups;
l. communicate new messages through informal group discussion.

*Learning Content in Communication Skills and Techniques*

- understanding and effectively using traditional and modern media;
- sharing information;
- analysing the content of various media and simplifying it for the community;
- selecting appropriate media;
- obtaining feedback;
- listening, reflecting, exploring, observing, questioning, diagnosing skills;
- communicating new messages through formal and informal group discussions;
- analysing the constraints and problems in communicating development messages.

*3 Planning and Organizing Activities*

*Objectives*

After orientation training the facilitator/animator will be able to:

a. establish means for generating and giving feedback from and to the target group:

*Knowledge*

- what feedback is;
- types, uses of feedback;
- how to obtain feedback, where and when;
- how to use feedback for facilitating change.

*Attitudes*

- openness to feedback (positive and negative);
- acceptance of others' views and feelings.

*Skills*

- questioning, inquiring, sounding out opinions;
- giving feedback to others;
- testing for validity of views; e.g. voting, unanimity, consensus seeking.

*Other important objectives*

b. share information with other facilitators on needs and project plans;
c. explore alternatives to help solve community problems;
d. plan and conduct meetings whose purpose is to communicate information to participants;
e. identify subsequent and emergent needs of the community;
f. identify problem areas which retard the progress of communal action and (jointly with members of the community) devise means of solving them;
g. maintain contact with activity initiators.

*4 Community Leadership and Guidance*

*Objectives*

a. locate internal and external sources and find out conditions for obtaining expert advice, finance and materials:

*Knowledge*

- Which sources, what do they give, what amounts, conditions (what? where? how?);
- Who can help with what, when, how?

*Attitudes*

- need to build self-reliance;
- look for internal resources before seeking external aid;
- overcoming prejudices towards certain sources.

*Skills*

- surveying sources;
- assessing usefulness of resources available;
- presentation of need to potential donors;
- making inventories.

*Other important objectives*

b. help the community reach consensus on their priorities and needs;
c. be aware of himself as a person; how others see him and identify his personal development needs;
d. be aware of traditional and modern approaches to counselling;
e. detect areas of agreement and disagreement relating to new messages and guide the group to solve the latter;
f. generate motivation among the people by letting them actively participate in community actions.

*Learning Content in Leadership and Guidance*

- helping groups reach consensus;
- initiating contacts between individuals, groups, and communities;
- being aware of his personal attitudes and values and their effects on others;
- engaging in counselling of individuals and families;
- understanding how others see him and how he sees them;
- understanding how to develop better leadership;
- helping groups to resolve conflicts and solve problems;
- maintaining contact with initiators of activities;
- generating motivation and encouraging involvement and active participation.

*5 Monitoring and Evaluating Community Activities*

*Objectives*

After orientation training community facilitators/animators will be able to:

a. identify the successes and failures of community actions;
b. organize follow-up sessions that will review the progress of a project;
c. help the community to plan remedial action;
d. organize and set up mechanisms for obtaining feedback on the execution of plans and the feelings of community members.

*Learning Content in Monitoring and Evaluation of Community Activities*

- following up plans to ensure implementation;
- setting up processes for obtaining feedback;
- identifying problems which retared progress;
- planning how to solve problems and overcome constraints;
- identifying successes and failures of action;
- detecting areas of agreement and disagreement;
- evaluation processes;
- record keeping and report writing.

**Approaches to Orientation Training**

When training community workers the following points should be taken into consideration.

- The community worker will most likely not be expected to receive formal training but will rather engage in informal orientation to systematic community-work habits.
- There is need to reinforce what he is already doing through assistance, supervision and counselling by the extension agent.
- He is available for short periods of time, preferably weekends, evening, or a few days at a time, as he is not a full-time worker.
- The topics covered during the orientation training must be related to community needs and if possible be usable immediately. Simple and easily understood concepts (yet not patronizing) should be introduced.
- The training approaches should emphasize active involvement, experiential learning and the application of new skills in the worker's community. The orientation activities should take place in existing community meeting centres and utilize available community resources.
- Training should preferably be done in the local or national language by facilitators familiar with local cultural conditions.

*Orientation Training Strategies*

The following are some of the most suitable strategies for organizing learning experiences:

- short meetings (a few hours);
- brief seminars (1–3 days at a time), preferably during weekends;
- community meetings; e.g. *baraza* (Kenya), *pitso* (Lesotho), *sibseba* (Ethiopia), *insaka* (Zambia);
- visits to other communities and homes of community members;
- individual contacts.

*Instructional Methods and Techniques*

- individual counselling;
- group discussions stimulated with picture codes, cassette programmes, etc.;
- dialogue (one to one);

- picture codes—to pose a problem, provoke discussion, guide identification of root causes, and lead to discussion of solutions;
- video recordings of meeting procedures—instant replay is important for participants to discover what they did right or wrong;
- locally shot films, in the community language, depicting local issues and activities and including local performers; films of similar communities in the language of the people would be very useful to start discussions and analysis of the community's situation, needs and development targets;
- case studies of community projects; e.g. organized and run by women's or self-help groups;
- role playing, simulation, and sensitivity training;
- problem posing and solving;
- brief talks (short lecture, explanation, briefing);
- skill demonstrations;
- guided surveys and assignments to find out information on the community.

*Media and Materials*

- tape recordings, cassettes using local entertainers for discussions; playing back their discussions;
- traditional media; e.g. poetry (examples of these forms are: *Ngonjera* (Tanzania), *Mashairi* (Kenya), *Gitim* (Ethiopia), *Lithoke* (Lesotho), *Amalango* (Zambia), dance, song, proverbs, ballads, drama, fables, puppets);
- posters, film strips, photographs, flannel-graphs, flip-charts, and slides—to depict the actual life in a desired and expected situation or to draw contrasts between what is (in the community) and what could be (the ideal);
- simple booklets and discussion guides (e.g. as used during the Tanzanian campaigns by group leaders), pamphlets, training kits, photographs and slide sets.

*Learning Resources*

Simple and easily readable materials are needed and should be developed in the local languages of the people in various countries. Examples of such materials are pamphlets, booklets, flip charts, and group-discussion guides.

Where video playback facilities are available cassettes recorded in the community and involving members of that community are very instructive and easily stimulate discussion once the novelty of the medium has ceased to be the focus of attention.

# Part 2

## Training the Extension Worker

*Note to the user*

It is expected that the users of this section of the curriculum will be trainers of field-level extension workers of government ministries, non-governmental organizations and the parastatal sector involved in the provision of basic services and the improvement of the well-being of the rural and urban inhabitants.

### ABOUT THE EXTENSION WORKER

#### Definition: Who Is the Extension Worker?

Unlike the community facilitator/animator, who can be uniquely defined as someone in the community who has risen to the role of an opinion leader on his own merit and lives in the community he is expected to work in, the extension worker has a vaguer definition. To define him as the last man to be paid by the government in the extension chain is not enough. In some countries the extension worker deals with five or six communities, touching them occasionally. In some cases he is assigned to work full time with only one community.

#### Training Approach

Even with different disciplines such as health, agriculture, or community development, different styles and priorities of communications techniques apply. Obviously, completely different approaches to the training of an extension worker should be applied so as not to overburden the worker with superfluous information.

Whereas the academic approach deals with communications as a *subject* to be passed on, the extension worker does not need another subject to learn but rather needs to learn how to communicate *his* subject more effectively. More important than anything else, an extension worker needs to learn skills of organizing and interacting with members of a community in a non-directive and accepting manner.

It should also be noted that the extension worker is at the crossroad between what government considers beneficial and what the community members need. This crossroads can become a point of *conflict*, with the extension worker having little choice in what side he should work for (i.e. "I must always side with my superior or else I shall lose my job—even though I know this programme won't work in this community"). There is no point in ignoring this conflict of interests, since it seems so common.

#### Examples of Target Groups

- land-board officers;
- divisional magistrates;
- party animators;
- agricultural extension workers, social welfare officers (rural/urban);
- health extension workers/family-planning field educators;
- community development assistants;
- water-supply attendants;
- family welfare educators—nutrition field workers;
- divisional trade officers;
- enumerators (Statistics Bureau);
- probation officers/Police;
- trade unionists;
- forest guards;
- game scouts;
- road foreman/supervisors;
- co-operatives field officers;
- Chiefs/Assistant Chiefs.

#### What Are the Problems/Needs of the Extension Worker?

*Extension Agent vis à vis the Community*

- accountability: to government instead of to the community;
- difficulty in relating to the community animator, since government/community goals differ;
- need to interpret feedback correctly;
- misuse of extension workers; they have a negative public image;

- need for self-evaluation;
- low credibility owing to weakness in technical competence;
- extension worker expected to maintain perfect image at cost of personal recreation;
- community's expectations for back-up not met; problem for extension worker to get his agency's support in time;
- need for self-sufficiency in the field;
- co-ordination with others from NGOs and government ministries;
- need to understand environment: social-physical context of the community life and problems.

*Extension Agent vis à vis the Extension System*

- poor pay: low status/morale;
- accountable to supperiors who are not well informed about community needs;
- no system to pass feedback up the ladder;
- evaluated in punitive terms;
- not encouraged to be creative/innovative;
- need to document problems facing extension worker;
- failure to train extension worker to face challenges in rural life;
- extension workers defensive about personal weaknesses in their operations;
- not encouraged to record failures which may have learning/corrective values;
- need to draw from extension worker's local knowledge during training;
- training in listening/observation skills; teachers don't listen to extension workers;
- management training, including time planning, managing people, programme management, etc;
- structure of the worker's training is academic, and formal, yet he is expected to be informal/non-formal and non-directive;
- trainers need to use flexible, creative techniques; two-way communication skills essential if extension workers are to acquire effective communication skills;
- lack of specific, clear perception of own goal as extension worker;
- need to classify problems into short-term, medium, and long-term, and plan activities to resolve the problems in various time spans;
- forced to work in ill-designed projects from which communication component has been left out;
- expected to translate government policy and plans into action without preparation for this role and without involvement at the formulation stage;
- lack of back-up field support and up-grading/up-dating of skill and knowledge;
- need for skills in effective group work among communities;
- lack of support, supplies and services for which the worker has already motivated the community;
- negative, conflicting, competitive messages from advertising media;
- problem of multiple languages within a community;
- need to be sensitive to the community's communication structure, pattern of information transfer/transmission, knowledge level, values, etc.

**What Are the Tasks of an Extension Worker in Community Development?**

*Community Analysis (with the assistance of community workers)*

- self-enlightenment on important community profiles for meaningful interaction with a community; i.e. relating his extension messages to major community values, attitudes, structures, behaviour;
- identifying community behaviour (attitudes, values, practices);
- examining the relationship between community behaviour and community problems;
- identifying those behaviours that contribute to existing problems in relation to his own field;
- listing problems or inappropriate behaviour in the community;
- identifying the community's felt needs in relation to his own field;
- identifying and assessing the available services in terms of organization, leadership, pattern of distribution and integration with other types of services;
- examining community utilization of services and attitudes towards them;
- comparing the community's traditional practices with innovative or scientific practices (desired behaviour);
- examining the effect of the community's incompatible behaviour on the life sectors of the community;
- exploring other sources of sectorial services that are indispensable for helping the community to develop beneficial practices.

*Sensitization, Motivation and Orientation of Community Animators*

- sensitizing the community to their potential, and helping them to gain motivation by enhancing confidence in their own abilities through the use of effective communication techniques;
- identifying community leaders;
- listing the community's felt needs (people's perception of problems, helping the community to assign priorities to problems and expectations);
- organizing and motivating the community for action;
- raising community awareness of the roots of problems (changing perception of causes);
- raising awareness of the community's own available resources and other external resources;
- helping the community to set objectives to solve problems of highest priority;
- identifying and selecting the best combination of approaches and strategies: educating the community to use existing resources, community pat-

terns of communications and adult education principles;
- analysing alternative strategies; identification of priorities;
- selecting an appropriate course of action;
- formulating a programme plan with the community;
- facilitating the implementation and management of the programme;
- monitoring the programme;
- evaluating, adapting, modifying programmes;
- feedback to community and agency; facilitating decision-making on appropriate changes based on evaluation results.

*Self-Management*

- cultivating a sense of self-discipline in the allocation of time for meetings, visits, monitoring activities and report writing.

**Training Objectives**

*Objectives Relating to Working with a Community*

After training, the participants will be able to:

- identify community problems through observation, participation/experiences and classify them into categories and priorities;
- identify alternative strategies for solving problems;
- identify competent sources/resources for each category and each strategy;
- decide own and others' roles (consult, refer to sources of help);
- formulate a course of action (integrate with other relevant programmes);
- seek acceptance of community, superiors, and subordinates for implementing the programme;
- implement the programme;
- monitor/evaluate programme progress;
- write reports and keep records;
- plan, conduct, evaluate and/or supervise training experiences for community animators.

*Objectives Relating to Working with the Extension Worker's Agency*

After training, participants will be able to:

- understand the goals and philosophy of the extension agency and their implications;
- relate institutional official goals to those of the community;
- analyse and accurately report situations where institutional goals are in conflict with the people's aspirations;
- explore and utilize links that exist between communities and institutions; e.g. the board of a farmer-training centre;
- relate to their superiors and lobby for programmes and support.

**Approaches, Strategies and Methods of Training**

Although the emphasis is on innovation and self-sufficiency, the shopping-list of training approaches and instructional techniques suggested below is to assist the user of this package. It is hoped that the trainer will select and utilize these methods according to the specific objectives of the training, instructional, and learning plans. In addition, specific methods are suggested for each content unit described below. These should also be utilized according to the suggestions indicated above.

*A. Training, Instructional Approaches and Strategies*

- The trainer should be community based or field oriented. Facts should be used to draw upon concepts and not vice versa.
- Generally, the training process should draw upon the trainees' experiences, to be backed up with guidelines, handouts, and references, and criticized on the basis of sound analysis and educational and management principles.
- As much as possible the training should aim at mastery, where participants are led to observe tasks being carried out and are then observed doing them repeatedly themselves until they are competent enough to perform them.
- As much as possible the training should have built-in feedback processes where reference groups and social-learning mechanisms are used in the form of large and small group discussions.
- Group dynamics, leadership skills, and other behaviour-change skills are best acquired if applied and reinforced during group discussions.
- Multiple-media techniques of instruction should be used to enhance the emotional involvement of participants and to help them appreciate media techniques for education in the role of community educators; e.g. combining group and mass media with group and interpersonal discussions.
- Forms of pre-service and in-service training that could be used are residential courses, distance or correspondence education (perhaps with radio back-up), part-time (evening), day release, or sandwich courses; workshops, seminars or on-the-job training.

*B. Training Content, Approaches and Resources*

*Communication theory and practice*

*Content*

- communication channels and patterns;
- skills for effective communication, participation skills, building credibility, listening skills, empathy skills, feedback skills, and hierarchical communication skills;
- public-speaking skills;
- barriers to communication (upwards versus downward communication);

- non-verbal communication skills (gestures, self-presentation, etc.).

*Suggested training methods and resources*

- sensitivity training—simulation of community communication practices;
- experiential training;
- role playing;
- lectures and discussions;
- analysis and discussion of communication case studies;
- films on communication and discussion; analysis of video tapes;
- gaming.

*Community Approach*

*Content*

- community structure, organization and culture;
- nature of the community: its elements—members, leaders, etc.;
- role diffusion in the community;
- community opinion leaders;
- steps in community approach;
  - —assessing needs;
  - —goal setting;
  - —identifying problems;
  - —assessing the readiness of community to receive messages;
  - —translating ideas into action (plan);
  - —implementation of plans;
  - —evaluation;
- community mobilization and animation;
- community organization.

*Suggested training methods and resources*

- group discussion;
- observation of community leadership and organization at work;
- field practice and attachment;
- visits to community groups;
- project work in initiating and running a community project;
- involvement of social workers from a community through sharing and talks;
- involvement of government officers;
- utilization of films and slides in the community;
- consulting and using research documents and case studies on the community.

*Human Relations and Human Organizational Skills*

*Content*

- group dynamics;
- group characteristics;
- stages of group growth;
- leadership styles and skill (directive versus facilitative styles, tasks versus people orientation, situational contingency leadership).

*Suggested training methods and resources*

- sensitivity training—group dynamics, simulation of group leadership;
- experiential learning;
- role playing;
- folk drama;
- demonstrations;
- lectures and group discussion;
- analysis of case histories of successful and unsuccessful group methods and styles;
- critical-incident analysis;
- simulated and real case histories;
- observation on visits to groups and community projects;
- films of critical human-relations incidents in communities.

*The Adult Learner*

*Content*

- characteristics of the adult learner and the community;
- motivating the individual and the community for action;
- management of change;
- learning problems of adults.

*Suggested training methods and resources*

- experience-based training approaches; e.g. role play, simulation exercises, gaming, etc.;
- analysis of learner's self-competencies and learning styles;
- case studies;
- discussion groups;
- practice in analysing individual profiles and learning groups;
- observation of learners in training situations.

*Method, Techniques and Media*

*Content*

Developing skills in the selection, utilization and evaluation of the following group and instructional methods and techniques:

- case studies;
- individualized instruction;
- simulation and gaming;
- demonstration;
- drama, skit, popular theatre;
- listening groups;
- role play;
- discussion techniques;
- field trips;
- public address;
- questioning techniques.

Developing skills in the production and/or utilization of low-cost print media, including:

- charts, posters, flip charts, story boards, etc.

Selection, utilization and evaluation of other media including:

- films, tapes, cassettes, slides, radio, TV, etc.

*Suggested training methods and resources*

- practice in the selection, utilization and evaluation of methods and media enumerated above;
- role playing;
- analysis and discussion of films on methods and media;
- observation and critiques of method in practice;
- micro-teaching.

*Training Approaches*

*Content*

Developing skills in the selection, utilization and evaluation of strategies and approaches:

- course (in-service or pre-service), workshop, panel, seminar, public speech, apprenticeship.

Developing skills in the planning, designing and development of training packages.

*Suggested training methods and resources*

- observation and analysis of selected training activities;
- practice in the design and utilization of the training strategies enumerated above;
- critical analysis of selected training packages.

*Planning, Implementation, Management and Evaluation of Programmes*

*Content*

- steps in planning;
- processes of decision-making;
- developing skills in the design of timetabling and scheduling activities;
- developing skills in keeping records and writing reports;
- developing skills in how to involve the community in the planning and evaluation of projects;
- Developing skills in:
  - —evaluation approaches and methods;
  - —designing of data-collection instruments;
  - —collection, analysis and interpretation of data;
  - —dissemination of evaluation information to agencies and communities;
  - —utilization of feedback.

*Suggested training methods and resources*

- lectures and discussion with government planners and field officers;
- field experience in planning with community members;
- group and individual projects and assignments in planning and evaluation;
- analysis, discussion and study of case histories;
- evaluation reports of successful and unsuccessful projects;
- observation, analysis and discussion of simulated and real planning;
- talks by researchers engaged in the evaluation of projects.

*Self-Management Skills*

*Content*

Developing skills in:

- planning a personal programme—time scheduling on a daily basis;
- self-starting habits and initiative;
- keeping a diary/records of activities;
- good working habits (punctuality, reliability, and honesty);
- building credibility in the community;
- projection of self-image;
- personal organization.

*Suggested training methods and resources*

- individual exercises in self-analysis;
- assignment on time planning, with feedback on realism of plan;
- group work to evaluate and criticize plans;
- case studies, anecdotes of patterns and problems, self-organization;
- analysis of personal work patterns (graph peaks and troughs);
- discussion of personal styles of life;
- individual counselling and feedback;
- analysis of video-taped behaviour in typical work situations;
- study and discussion of films, slides and photographs of behaviour.

*Simple Survey/Research Methods*

*Content*

- developing skills in community analysis, including:
  - —survey methodology;
  - —"how-to-do" knowledge, attitudes and practices studies;
  - —conducting listening surveys;
  - —questioning techniques;
  - —interviewing and observation techniques;
  - —questionnaire design;
- problem-analysis techniques;
- simple descriptive statistics;
- writing of research reports.

*Suggested training methods and resources*

- field visits for practical work;
- community surveys and analysis;
- discussions of field experiences;
- case study writing and analysis;
- group and individual projects/ reporting;
- observation of communities;
- lectures and discussions with community leaders and elders;

- interviews with government officers/extension agents in training;
- talks and reading of papers by research specialists;
- analysis of government records;
- films and slides of communities;
- photographs.

SOME USEFUL BOOKS


Barghouti, Shawki M. *Reaching Rural Families in East Africa: A Handbook for Field Workers.* Nairobi, Programmes for Better Living, 1973.

Cable, Ralph, *Audio-Visual Handbook.* University of London Press, 1972.

Crone, C. D. Hunter. *From the Field: Tested Participatory Activities for Trainers.* New York, World Education, 1979.

Dickson, Gray. *Teaching Adults: Handbook for Instructors.* Toronto, New Press, 1973.

McBean, G. *et al. Illustrations for Development.* Nairobi Afrolit Society, 1980.

Nturibi, D. N. (ed.). *Facilitating Adult Learning.* Nairobi, Institute of Adult Studies, 1982.

Pett, Dennis W. *Audio-Visual Communications Handbook.* Oklahoma City: Overseas Development Materials, World Neighbours.

Rydstrom, C. (ed.). *Adult Education Handbook.* Dar es Salaam, Institute of Adult Studies.

Schutte, Jerald G. *Everything You Always Wanted to Know About Elementary Statistics (but were afraid to ask).* Englewood Cliffs, Prentice-Hall Inc., 1977.

Timmel, Sally, *et al. Delta Handbook Parts I and II.* Nairobi, Development Education Service, Catholic Secretariat, 1980.

UNICEF. *A Guide for Family Training Facilitators.* Nairobi, UNICEF.

UNICEF. *A Strategy for Basic Services.* New York, United Nations.

WHO. *The Primary Health Worker.* Geneva, World Health Organization, 1980.

Zawacki, April A. *A Textbook for Family Planning Workers.* Chicago, Communication and Family Centre, University of Chicago, 1971.

# Part 3

## Training of Trainers

*Note to the user*

It is expected that the users of this section of the package will be trainers and administrators in government ministries and non-governmental organizations involved in training, and in taking decisions on and planning for training. This section forms the core of the content that the trainer will require, but he will also need to consult and use Parts 1 (*The Community Animator*) and 2 (*The Extension Worker*) when dealing with or when working directly or indirectly with community animators and extension workers.

The thirteen modules are designed to enable the user to select the subject matter of the course content according to specific objectives and training plans. The modules are as comprehensive as possible, although it is hoped that decisions on specific content will depend on the needs of particular groups. In each module, a title for the module is given, objectives are defined, content is described, approaches and media (i.e. training strategies, instructional methods, and techniques) are suggested, and a bibliography listed. It should, however, be noted that the emphasis is on innovation and self-sufficiency. The user should therefore try additional approaches and media when appropriate and should identify additional local print and non-print materials, particularly those dealing with field activities related to this content.

### ABOUT THE TRAINER

#### Target Group

Rather than include a comprehensive description of the target characteristics, it is thought more useful and to the point to identify relevant professional groups which fit into this target group and to define their roles, problems and needs.

The following are the categories of trainers and professionals who have been identified:

- trainers in:
  - —agricultural extension colleges;
  - —community development colleges;
  - —non-governmental organizations;
  - —commercial firms;
  - —parastatal bodies;
  - —management service units and colleges of public administration;
  - —university training departments and institutes of adult education;
  - —teacher training colleges;
- lecturers in colleges of education;
- nursing tutors in medical schools and hospitals;
- doctors and other medical professionals in medical schools;
- lecturers and tutors in national training institutions;
- area supervisors in various government ministries and departments;
- community social welfare officers;
- adult education officers;
- media personnel involved in training (pre-service or in-service).

#### Roles

Major training tasks and responsibilities handled by the individuals in the professional groups enumerated above have been identified as follows:

- consulting and liaising with policy-makers and other trainers;
- planning, designing, organizing, conducting and evaluating programmes;
- publicizing courses and explaining the role of the organization or institution;
- budgeting for materials, facilities, resources and staff;
- locating, developing, and allocating appropriate training materials, facilities and resources;
- teaching and assessing progress of learners;
- addressing public meetings;
- recruiting staff and trainers;

- counselling staff and trainees;
- handling leadership responsibilities;
- supervising staff, trainees, and field-workers;
- monitoring the activities of organizations or institutions;
- planning for staff development;
- conducting research and evaluation;
- obtaining and disseminating information.

**Problems and Difficulties in Role Performance**

The following have been identified as major communication problems encountered by individuals in the professional groups enumerated above:

- inadequate knowledge of communication skills;
- lack of relevant training materials;
- inability to examine critically the appropriateness, usefulness, and suitability of training methods and techniques;
- lack of adequate facilities, material resources, and personnel with communication training skills;
- inability to conduct proper communication campaigns;
- inability to select hardware and software appropriately, due to lack of knowledge of media and absence of proper documentation;
- lack of a common language understood by all ethnic groups in the country;
- difficulties in adapting materials to various social groups and environmental situations;
- tendency to regard communication as a one-way process and therefore inability to secure popular participation;
- inability to utilize and to modify indigenous media forms;
- lack of skills in monitoring programmes, and consequently absence of honest feedback;
- difficulties of conducting follow-up evaluation after training cadres of extension workers.

**Needs**

The following national and target-group needs have been identified:

*National Needs*

- a government policy that can recommend and encourage the inclusion of a communications component in government, non-government, and parastatal organization training programmes;
- inclusion of a communication component in current government, non-governmental, and parastatal organization training programmes to assist trainers, extension workers, and community animators to develop skills in communication;
- a data bank on communications (i.e. an international information and exchange centre) which can facilitate the retrieval, sharing; utilization and dissemination of information on communications;
- co-ordination of activities between government, non-governmental, and parastatal departments engaged in training;
- in-country exchange of information about what is going on in communications and communications training;
- setting up national and/or institutional learning-resource centres that can be utilized by trainers and the community to improve skills in communication;
- a pool of in-country and interregional resource persons whose expertise can be utilized in various training situations in communications.

*Target Group Needs*

There is need for:

- a handbook in effective communication, easily readable and understandable, which can be used by lay persons who may not be specialists in the subject;
- training in communication skills, especially in how to teach others;
- knowledge of the existing physical, social, and political situation in the various countries of the trainers, extension workers, and community animators;
- self-sufficiency in materials production, and ability to maintain available equipment;
- better and more rational use of available facilities and equipment;
- proper planning and management of training programmes and follow-up campaigns;
- research that can give proper guidance on how best to incorporate traditional indigenous media into modern technological systems;
- skills in how to plan and conduct research and evaluation; ability to carry out research relating to training activities and to evaluate training programmes;
- stressing the importance of follow-up evaluation and field work;
- revising the images and concepts of available literature and documents in communications to suit the local people;
- skills in training strategies and instructional methods and techniques appropriate for communication training;
- adaptation and simplification of extension literature to fit the level of community audiences.

**TRAINING OBJECTIVES**

These are the learning objectives which emerge from the needs described above. The learner is expected after training to:

- acquire skills and knowledge in communications systems and processes;
- acquire knowledge about the existing physical, social, and political situation of his country that has an influence on manpower development;
- develop strategies that will facilitate co-ordination

of training efforts with other government, non-governmental, and parastatal bodies;
- develop strategies that will enable him to obtain and share information about in-country training services, learning materials, and facilities;
- acquire skills in how to set up a materials resource pool for trainers;
- acquire skills and knowledge in how to be self-sufficient in materials production and in how to produce materials in appropriate vehicles for a variety of clients;
- plan, manage and utilize available facilities, resources and equipment creatively in training;
- maintain training equipment and aids;
- select, utilize, and evaluate various media in communications;
- use traditional and indigenous media in a modern technological setting effectively in order to motivate the community;
- utilize a variety of training strategies and instructional methods and techniques effectively;
- use team-oriented/ipterdisciplinary, integrated, and participatory approaches in training;
- identify a pool of in-country and international resource persons to be utilized in communications training when possible and appropriate;
- acquire skills in simple research and evaluation, carry out research, and conduct formative and summative evaluation of training activities and programmes;
- revise the images and simplify the concepts of available literature and documents in communications to suit the local people's training and communication needs.

## TRAINING MODULES

### Introduction

This section deals with the thirteen modules which were thought to form a total basic package for the training of trainers of extension workers. In each module, the title of the module is given, objectives are defined, content is described, approaches are suggested, and a bibliography is given.

*Titles of modules*

| | |
|---|---|
| Module One: | Communications Theory, Models and Practice |
| Module Two: | Rural/Urban Development and Communications |
| Module Three: | The Community Approach |
| Module Four: | Training Policy in Relation to Communications Training for Basic Services |
| Module Five: | Programme Development, Planning and Management of Communications |
| Module Six: | Psychology of the Adult Learner |
| Module Seven: | Guidance and Counselling |
| Module Eight: | Leadership Strategies |
| Module Nine: | Training Strategies |
| Module Ten: | Instructional Methods and Techniques |
| Module Eleven: | Selection, Utilization, Maintenance, and Evaluation of Media and Training Aids |
| Module Twelve: | Traditional/Popular Media |
| Module Thirteen: | Evaluation Techniques |

## MODULE ONE

## COMMUNICATIONS THEORY, MODELS AND PRACTICE

### Objectives

After covering this module the participants are expected to:

- acquire appropriate communications skills;
- understand the types and range of communications approaches and practice in rural and urban development;
- know the communications strategies used in training;
- understand the process of interpersonal communication.

### Content

- history of communications;
- communications theory/models;
- communication channels and patterns;
- development of communications models suitable for local situations;
- interpersonal communication;
- one-way/two-way communication and the role of the audience;
- feedback and dialogue;
- design of communication messages;
- the communications cycle;
- non-verbal communication;
- communication in groups;
- communication problems; e.g. barriers in communication.

### Training Approaches and Strategies

- attachment to a project;
- short courses/workshops (in-service or pre-service);
- communications survey and analysis in the community;
- practical work and project.

### Instructional Strategies

- role play;
- simulation and gaming;
- critical incident;

- improved lecture method;
- case study;
- folk drama and dance.

**Media Use and Analysis**

- film and video tape
- slides
- tapes and cassette programmes
- codes, pictures
- radio, TV, content analysis.

**Bibliography and Resource Material**


Balcomb, John. *Communications as a Two-way Process.* For an International Workshop on Communications for Social Development held at the University of Zambia, Lusaka, 29 April – 10 May 1974 (PSC Paper No. 29).

Balcomb, J. (ed.). *Communications for Social Development in Africa.* Report of a UNICEF-sponsored International Workshop held in Arusha, Tanzania, December 1976.

Balcomb, J. *Development, Popular Participation and Communications.* Regional Training Project in Communications for Basic Services, UNICEF/IAS. Curriculum and Training Material Workshop, 30 March – 10 April 1981. IAS.

Barghouti, S. M. *The Communication Process: The Role Played by the Audience.* For an International Workshop on Communications for Social Development held at the University of Zambia, Lusaka, 29 April – 10 May 1974 (PSC Paper No. 22).

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Coombs, P. H. (ed.). *Meeting Basic Services of the Rural Poor,* New York, Pergamon Press, 1980.

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Fuglesang, A. *Applied Communications in Developing Countries: Ideas and Observation.* The Dag Hammarskjold Foundation 1973.

Kasoma, Kabwe. *A Brief Survey of Popular and Traditional Community Media and Mass-Media Usage.* An address to the Country Co-ordinators Workship, IAS, September 1981.

Laswell. *The Action Model.*

McDonald, I. and Hearle, David. *The Communications Package.* Management and Communications Courses for Rural Development Personnel. Agricultural Information Centre, Nairobi, 1980.

Pavlov. *The Stimulus Response Model.*

Shannon, C. E. and Weaver, W. *The Mathematical Theory of Communication.* University of Illinois Press, 1949.

Schramm, Wilbur. *Mass Media and National Development.* UNESCO, 1964.

UNICEF. *Communications for Social Development.* Report of a Workshop for Communications Trainers in Southern Africa, Zomba, Malawi, 3 – 8 September 1979.

UNICEF. *Report of the Experts Consultation on Communications for Social Development.* Nairobi, 22 – 24 September 1980.


## MODULE TWO

## RURAL/URBAN DEVELOPMENT AND COMMUNICATIONS

**Objectives**

The participants will be able to:

- acquire knowledge about the nature, scope and problems of rural development;
- adopt a positive attitude in dealing with rural and urban problems;
- acquire knowledge about the operation of extension service components;
- understand the place of communications in development.

**Content**

- physical, socio-economic, and political structures of countries;
- communications and development;
- nature, scope, and problems of rural/urban communities in relation to communications;
- communications deficiencies in rural and urban development programmes;
- communications channels and contents within the management system;
- extension-service components and their use e.g. district instruction centres, field days, home visits, barazas (public-cum-community meetings);
- co-ordination in rural and urban development communications.

**Training Approaches**

- short course, workshops, seminars, public speeches.

**Instructional Strategies**

- lecture, public speech, discussion, field trips, listening groups, project assignment, case study, role play, discussion groups;
- multimedia lecture presentations;
- analysis of media content and impact.

**Media and Materials**

- printed books, handouts, posters, pictures;
- electronic media: radio, cassette tapes;
- multimedia lecture presentations;
- evaluation reports, research documents.

**Bibliography and Resource Materials**


Coombs, P. and Ahmed, M. *Attacking Rural Poverty.*

Coombs, Phillip H. (ed.). *Meeting Basic Needs of the Rural Poor. The Integrated Community Based Approach* New York, Pergamon Press, 1980.

Coverdale, M. G. *Planning Education in Relation to Fundamentals of Education Planning.* Paris, International Institute for Education Planning, 1974.

Cuss, A. W. *Basic Education for Adults. A Handbook for Teacher Trainers and Leaders in Adult Education Programmes.* New York, Association Press, 1970.

East-West Communication Institute. *Integrated Communication. Bringing People and Rural Development Together.* East-West Communication Institute, Honolulu, 1974.

Hopcraft, P. *"Integration, Decentralization and Implementation in Rural Development Programming".* IDS, University of Nairobi, Discussion Paper No. 252, 1977.

Johnson, S. L. *An Analytical Approach to Rural Decision-Making: Interim Research Report.* IDS, University of Nairobi, Working Paper No. 291, 1976.

Malassis, L. and Helman Croom. *The Rural World: Education and Development.* UNESCO Paper, 1976.

Ahmed Manzoor, and Coombs, P. H. *Education for Rural Development. Case Studies for Planners.* London, Praeger.

Migot-Adholla, S. E. *Migration and Rural Differentiation.* IDS, University of Nairobi, Working Paper No. 92, 1975.

Mikkelsen, B. *Skill Formation and Rural Industrial Development.* IDS, University of Nairobi, Working Paper No. 199, 1974.

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UNICEF. *Children in Southern Africa.* An IYS Symposium. Nairobi, UNICEF, 1979.
UNICEF. *"John Howard is a Happening".* UNICEF film.
UNICEF. *Symposium of Basic Services in Africa* (in Workshop Package), Nairobi
National Development Plans.
UNICEF. *A Strategy for Basic Services.*
WHO. *Health by the People.* Geneva, WHO, 1975.

## MODULE THREE

## COMMUNITY APPROACH

### Objectives

The participants will be able to:

- understand the concept of a community, its leadership structures and its information-flow network and channels;
- be aware of community mobilization, animation and role diffusion strategies;
- acquire knowledge about the existing physical, social and political situation in ther countries;
- share information among themselves about the sources of training and learning materials and facilities in-country;
- adopt team-oriented/interdisciplinary/integrated approaches;
- become more self-reliant and be able to identify a pool of resource persons with expertise in communications;
- acquire skills in community diagnosis.

### Content

- the concept of a community;
- guidelines for community diagnosis;
- leadership structures in the community;
- role diffusion in the community;
- existing community information-flow network and channels;
- community opinion leaders;
- steps in the community approach:
  —translating ideas into plans;
  —utilizing information from community diagnosis;
- community mobilization, animation:
  —patterns which exist.

### Training Approaches and Strategies

Short course, in-service or pre-service, training, seminars, study conferences, on-site study tours, surveys.

### Instructional Strategies

Case studies, role play, group work, simulation, project assignment, group discussion, involvement of local resource persons, experiential learning in a laboratory situation.

### Media

- video tapes, cassettes, films, film-strips and slide tape/talk;
- print media; e.g. case histories, posters and charts, etc.

### Bibliography and Resource Materials

Du Santory, P. *Community Development in Ghana.* London, Oxford University Press, 1958.
Institute of Adult Studies, University of Nairobi. Correspondence Package for Literacy Teachers.
IPPF. *Planning and Management of Community Projects.* Nairobi, International Planned Parenthood Federation, 1982.
Krammer, R. M. and Spect, H. *Readings in Community Organization Practice.* New Jersey, Prentice-Hall, 1975.
Rogers, Everet. *Communication of Innovation.* New York, Herder and Merden.
Thomason, G. F. *The Professional Approach to Community Work.* London, Sands, 1972.
FAO. *A Strategy for Basic Services.*
UNICEF. *Reaching the Rural Family,* Nairobi P.B.F.L.
UNICEF. Film *"To Be a Doctor"*
UNICEF and Government of Kenya. *Family Life Training Programme,* Nairobi, Ministry of Housing and Social Services.
University of Sussex. Maragoli film. The University of Sussex, Brighton.
Wang'ombe, J. *Rural and Urban Development and Communication.* Evaluation of Community-based Health Care Project. Western Kenya, Institute of Adult Studies (mimeo).
Were, Miriam K. *Organization and Management of Community-Based Health Care.* Nairobi, UNICEF, 1982.
WHO: *Health By The People.* WHO, Geneva, 1975.

## MODULE FOUR

## TRAINING POLICY IN RELATION TO COMMUNICATIONS TRAINING FOR BASIC SERVICES

### Objectives

The participants will be able to:

- acquire knowledge about the existing physical, social and political situation;
- study national development plans and be able to interpret them critically;
- define the roles of training institutions and organizations in relation to national goals;
- acquire knowledge about in-country training services, materials and facilities.

### Content

- reading and interpretation of national development plans in relation to development communication;
- analysis of the role of training institutions and the role of communication training;
- developing a communications training policy.

### Training Approaches and Strategies

- courses (in-service or pre-service);
- attending public lectures given by policy-makers;
- tutorials.

**Instructional Strategies**

- reading and analysis of assignments;
- visits to training institutions;
- group discussions;
- consulting various sources in the library.

**Media**

- print media (development plans);
- training-institution syllabi.

**Bibliography and Resource Materials**


Balcomb, J. (ed.). *Communications for Social Development in Africa.* A report of a UNICEF-sponsored International Workshop held in Arusha, Tanzania. UNICEF, 1976.

International Bureau of Education. *Experiments and Innovations in Education No. 37.*

Republic of Kenya. *A Guide for Family-Life Training Facilitators.* Family Life Training Programme, Ministry of Housing and Social Services.

UNICEF. *Basic Services for Children: A Continuing Search for Learning Priorities.* A Dossier for Initiating a Dialogue, Part II, 1978. UNESCO-UNICEF Co-operative Programme, Nairobi, 1978.


## MODULE FIVE

## DEVELOPMENT, PLANNING AND MANAGEMENT OF COMMUNICATIONS PROGRAMMES

**Objectives**

The participants will be able to:

- create awareness among trainees of the necessity for co-ordinating the efforts of ministries, departments, institutions, NGOs, parastatal bodies, etc.;
- plan and manage their activities adequately, using available resources;
- organize effective campaigns;
- use systems-approach interrelations in planning;
- understand and use internal communications skills; e.g. report-writing, newsletters, telephones, etc.;
- employ organizational skills.

**Content**

*1. Management of Communications Programme*

- identification of and study of national and community resources;
- setting programme objectives;
- task analysis;
- project-implementation strategies;
- programme monitoring and evaluation;
- programme co-ordination;
- obtaining and dissemination of information.

*2. Approach to Management*

*3. Communication Cycle*

- media choice;
- message development;
- audience research;
- selection and maintenance of equipment;
- production scheduling;
- pre-testing of communication support materials;
- dissemination/distribution of messages and materials;
- monitoring, evaluating, and revising/modifying plans and strategies.

*4. System-Approach Interrelations*

- Critical path analysis.

*5. Identification of Human, Technical and Material Resources*

*6. Internal Communication*

- report writing
- memos, circulars, telephone;
- newsletters;
- staff meetings and committees;
- informal discussion sessions;
- up-to-date bulletin board.

**Training Approaches and Strategies**

- courses (in-service or pre-service);
- workshops, seminars, projects.

**Instructional Strategies**

- group work, group discussions;
- practice exercises in report writing, memo writing, and circulars;
- role play and simulations in the running of meetings and committees and discussion sessions, case studies, games;
- critical incidents and in-basket exercises;
- participatory programme development and design.

**Media**

- charts, posters;
- electronic media; e.g. illustrations or flow charts via overhead projector.

**Bibliography and Resource Materials**


Bhola, H. S. *Curriculum Development for Functional Literacy and Non-Formal Education Programmes.* Bonn, German Foundation for International Development, 1979.

Bhola, H. S. *Programme and Curriculum Development in the Post-Literacy Stages.* Bonn, German Foundation for International Development, 1980.

Donald I. Bogue and Hudson, Stanley. *Personnel Management of While Collar Workers.*

Downey, H. K. *"Management by Objectives: The Team Approach".* Hellinegal, D. and J. W. Slocum. From *Organizational Behaviour.*

Institute of Adult Education, *Adult Education Handbook*. Dar es Salaam.
UNICEF. *Communications for Social Development*. Report of a Workshop for Communications Trainers in Southern Africa, Zomba, Malawi, 3–29 September 1979.

## MODULE SIX

## PSYCHOLOGY OF THE ADULT LEARNER

### Objectives

The participants will be able to:

- develop an analytical approach to problem-solving;
- develop empathy in communications;
- develop appropriate personality and attitudes conducive to the effective facilitation of learning;
- develop skills in counselling and guidance;
- motivate people using traditional indigenous and modern media in technological systems;
- become more self-reliant and be able to identify a pool of resource persons;
- be able to relate knowledge of theories of psychological processes to improvement of the learning of adults.

### Content

- theory of adult education (formal/non-formal);
- characteristics of the adult learner;
- creating conditions of learning;
- motivation and individual needs;
- implications of principles of learning for mass-media.

### Training Approaches and Strategies

- short courses/long-term courses (in-service, pre-service);
- workshop/seminar;
- laboratory experience;
- tests;
- distance teaching;

### Instructional Strategies

- experiental learning approaches; e.g. role play, simulation exercises;
- case studies;
- discussions;
- improved lecture method;
- multimedia uses;
- demonstration and observation.

### Media

- print (study-guides, workbooks, handbooks, textbooks);
- electronic (radio, cassettes, video);
- diagrams, posters, charts, etc.;
- films of learning situations.

### Bibliography

Rogers C. *How Adults Learn*.
Coombs, Phillip. *New Paths in Learning*. New York, UNICEF, 1976.
Freire, Paulo. *Pedagogy of the Oppressed*.
Illich, Ivan. *Deschooling Society*.
Knowles, Malcolm. *Modern Practice of Adult Education*.
Knox, Allan B. *Adult Development and Learning*. A Handbook on Individual Growth and Competence in the Adult Years for Education and Helping Programmes.
Lowe, John. *The Education of Adults. A World Perspective*. UNESCO Press, 1975.
Nturibi, D. N. (ed.). *Facilitating Adult Learning*. Nairobi, Institute of Adult Studies, 1982.
Rogers, Jeniffer. *Adult Learning*. London, Penguin Books, 1971.
Srinivasan, L. *Non-Formal Adult Learning*. New York, World Education, 1978.

## MODULE SEVEN

## GUIDANCE AND COUNSELLING

### Objectives

The participants will be able to:

- develop skills in guidance and counselling of learners;
- develop an analytical approach to problem-solving;
- develop empathy in interpersonal communications;
- develop appropriate personality and attitudes towards others;
- acquire skills in human relations and group dynamics;
- use traditional and cultural problem-solving approaches when appropriate;
- organize and administer counselling services.

### Content

- theories, principles and techniques of counselling;
- diagnostic study of personality;
- interviewing techniques;
- skills in relationships;
- human and community growth and change;
- identification of human potential and developing human resources;
- traditional and cultural approaches to counselling;
- theory and practice of behaviour modification;
- organization and administration of counselling services.

### Training Approaches and Strategies

- short-or long-term courses (pre-service/in-service);
- workshops/seminars;
- laboratory experience;
- distance teaching;
- clinic;
- practical assignments.

### Instructional Strategies

- case studies;

- experience-based learning approach;
- microteaching and discussions;
- critical incident;
- field placement;
- role playing.

**Media**

- print, electronic media (radio, cassettes, video tape recorder);
- films, film strips, slides.

**Bibliography and Resource Materials**


Berenson, B. G. and Carkhuff, R. R. *Counselling and Psychotherapy*. New York, Holt, Rienhart and Winston Inc., 1967.
Bergevin, P. *Group Processes for Adult Education*.
Biesteck. *Casework Relationship*.
Brammer, Lawrence and Shostrom, Evertt L. *Therapeautic Psychology: Foundamentals of Counselling and Psychotherapy*. Englewood Cliffs, New Jersey, Prentice Hall Inc., 1960.
Nylen, Donald. *Handbook of Staff Development Training and Human Relations in Africa*. Ford Foundation.
Porter, E. H. *Therapeautic Counselling*. Chicago, Houghton Mifflin Company, 1950.
Towle, C. *Common Human Needs*.
Tyler, E. Leona. *The Work of the Counsellor*. Englewood Cliffs, New Jersey, Prentice Hall Inc., 1969.


## MODULE EIGHT

## LEADERSHIP STRATEGIES

**Objectives**

The participants will be able to:

- understand cultural-leadership expectations characters and norms;
- acquire knowledge about the existing physical, social and political situation in their country;
- develop appropriate leadership, communications, and organizational skills.

**Content**

Developing understanding and appropriate skills in:

- leadership styles and patterns;
- critical analysis of group growth, behaviour, and characteristics;
- group organization;
- group dynamics;
- roles and functions of group members;
- motivation;
- identification of shared goals;
- problem-solving processes;
- characteristics of a leader;
- cultural leadership norms and beliefs.

**Training Approaches and Strategies**

- short-term courses;
- workshops/seminars;
- laboratory experience.

**Instructional Strategies**

- experiential learning (e.g. role play, simulation, games, etc.);
- Socratic method;
- lectures and talks;
- group discussion, especially with community leaders;
- attitude and personality inventory exercises;
- field observation and analysis of leaders at work;
- case studies;
- public speaking;
- micro-teaching and simulation.

**Media**

- print, films, electronic (video tape/cassette recorders).

**Bibliography and Resource Materials**


Lassey, W. R. *Leadership and Social Change*.
Murray, Rose. *Community Organization*.
Robert, Pelman. *Community Organization and Social Planning*.
Commonwealth Youth Programme. *Common-Sense Training for Youth and Development Workers*. London, Commonwealth Youth Programme.


## MODULE NINE

## TRAINING STRATEGIES

**Objectives**

The participants will be able to:

- select and use the various training strategies effectively and appropriately;
- plan programmes adequately, given the resources available;
- use available facilities and equipment creatively in training;
- share information about the resources for training, learning materials, and facilities available in the country.

**Content**

- selection, use and evaluation of the following training strategies:
- workshop;
- courses;
- seminar;
- institute;
- panel;
- clinic.

**Training Approaches and Strategies**

- short course (in-service, pre-service);
- workshops/seminars;
- job attachment/field-work practice;
- sandwich courses.

**Instructional Strategies**

- project assignment, presentation and critique;
- study visits to training institutions and organizations;
- role play, simulation;
- lectures and discussions;
- consulting various resources; e.g. books, other trainers, etc.;
- group discussions.

**Media**

- print (handbooks, textbocks);
- electronic (films, radio, cassettes, etc.).

**Bibliography and Resource Materials**


American Association of Adult Education. *Conducting Workshops and Institutes.*
American Association of Adult Education. *Conferences That Work.*
Bergevin, Moris and Smith. *Adult Education Procedures.*
Knowles, M. *Modern Practice of Adult Education.*
Morgan, B. *Methods in Adult Education.*
Rogers, J. *Teaching on Equal Terms.*
Shrivastava, O. and Tandon, Y. (eds.). *Participatory Training for Development.* New Delhi, Society For Participatory Research in Asia, 1982.


## MODULE TEN

## INSTRUCTIONAL METHODS AND TECHNIQUES

**Objectives**

The participants will be able to:

- select, plan and use the various instructional methods and techniques appropriately and effectively;
- use available facilities, equipment, and resources creatively and effectively.

**Content**

- use of instructional systems approach;
- selection, use, and evaluation of the following instructional methods and techniques:
  - —improved lecture method;
  - —Socratic method;
  - —discussion (group discussion, buzz, Philips 66, brainstorming);
  - —role play;
  - —simulation and gaming;
  - —case study;
  - —demonstration and practice;
  - —field trips;
  - —project assignment;
  - —listening groups;
  - —drama/skit;
  - —microteaching;
  - —bulletin board;
  - —story board.

**Training Approaches and Strategies**

- short/long course (in-service/pre-service);
- job attachment.

**Instructional Strategies**

- project assignment in the range of methods of presentation, critique and discussion;
- role play, simulation and practice in facilitating;
- tutorial;
- microteaching;
- reading assignments;
- practice in designing bulletin and story boards.

**Media**

- print, electronic (films, radio).

**Bibliography and Resource Materials**


Bergevin, Moris and Smith. *Adult Education Procedures.*
Bogue, Donald, J. *A Training Manual for Person-to-Person Communication.*
Morgan, B. *Methods in Adult Education.*
National Council for Voluntary Youth Services. *Training Resource Guide.*
Stephens, M. D. *Teaching Techniques in Adult Education.*


## MODULE ELEVEN

## SELECTION, UTILIZATION, MAINTENANCE AND EVALUATION OF MEDIA AND TEACHING AIDS

**Objectives**

The participants will be able to:

- identify, select, utilize and evaluate the effectiveness of various media in communication;
- produce materials in the appropriate vehicle for persons who are responsible and whose consent is necessary for project implementation;
- use available facilities and equipment creatively and effectively;
- develop skills in motivating the community, using traditional and indigenous media in technological systems;
- revise the image and simplify the concepts of literature and documents to get through to local people;
- acquire skills in maintenance and technology of equipment;
- develop skills in budgeting for media;
- set up exhibitions and displays;
- locate relevant media catalogues and compile their own media inventories.

**Content**

- identification, choice and utilization of media channels; i.e. mass media, group media (print, electronic, popular);
- budgeting for media;

- producing low-cost audio-visual aids;
- characteristics of media;
- use of audio-visual training aids;
- coping with minor faults and breakdown during presentation;
- maintenance of equipment:
  —examination of plugs, leads and connections, cleaning of equipment; e.g. lens, audio heads;
  —replacement of parts; e.g. lamps;
- skills in working with scriptwriters for radio, film or television;
- mounting exhibitions and displays;
- evaluation of media in use;
- development of modern media and linkages with popular/traditional modes;
- compiling of catalogues and inventories of media and materials.

**Media**

- print;
- electronic (film, video, tape, cassette).

**Bibliography and Resource Materials**


Aspinall, Richard. *Radio Programmes: A Manual for Training.* Paris, UNESCO, 1971.
British Navy. *Visual Aids.* Film produced by the British Navy.
Burke, Richard C. *The Use of Radio in Adult Literacy Education.* Tehran, International Institute for Literacy Methods, 1976.
Cable, Ralph. *Audio Visual Handbook.* London University Press, 1972.
Dance, F. R. *Broadcast Training Techniques.* Paris, UNESCO Press, 1976.
Dilshit, K. A. *et al. Rural Radio Format.*
Hancock, A. (ed.). *Producing for Educational Mass Media.*
Hyde, Stuart W. *Television and Radio Announcing.* Boston, Houghton Mifflin Co., 1971.
Kemp. *Planning and Producing Audio Visual Materials.*
Powel. *A Guide to the Use of Visual Aids.* Granett College, London.
Saunders, F. D. *Visual Communication for Christian Literature.*


## MODULE TWELVE

## POPULAR MEDIA

**Objectives**

The participants will be able to:

- acquire skills in motivating the community, using traditional and indigenous media in modern technological systems;
- acquire skills in writing and disseminating materials for popular media;
- be able to revise the image and the concept of documents to get through to local people.

**Content**

- identification and investigation of local resources; e.g. rainmakers, story-tellers, traditional forms of communications (dance, drama, songs, proverbs, museums, poetry, games);
- investigation of the effectiveness of popular media resources;
- development of new popular media; e.g. puppets, drama, open-air theatre, etc.;
- adaptation of popular media (e.g. radio, television) to new technology and group work;
- writing for popular media;
- organization of popular media groups;
- documentation of the impact of the use of popular media in community development.

**Training Approaches and Strategies**

- short courses, on-site study trips;
- workshops.

**Instructional Strategies**

- visiting cultural centres;
- working with travelling theatre (popular folk media);
- practice in writing for popular media, and in the organization of popular media groups;
- reading assignment and practice in the investigation and documentation of popular media resources;
- practice in the use of popular media in the community;
- design and testing of materials for use by popular theatre groups;
- recordings on video, cassettes or film of performances.

**Media**

- print;
- live media recordings on video or film;
- exhibits, festivals and ceremonies;
- cassette and tape recordings.

**Bibliograpy and Resource Materials**


Evans, David. *Games and Simulations in Literacy.* Tehran, International Institute of Literacy Methods.
Hone, Evelyn. *The Use of Media in Education for Adults.* College of Further Education, Zambia, 1965.
Kabwe, Kasoma. *A Brief Survey of Popular and Traditional Community Media and Mass Media Usage.* Paper No. 1, UNICEF Country Co-ordinators Workshop, IAS, Kikuyu, September 1981.
Kabwe, Kasoma. *Theatre and Development.* UNICEF Workshop on Communication for Social Development, PSC Paper No. 16, University of Zambia, 1974.
Kabwe, Kasoma. *Theatre for National Development. Aestheticism vs. Instruction.* International Theatre Institute World Conference on Theatre in Contemporary Society. Paris, UNESCO, 1980.
Kidd, Ross and Colletta, Nat (eds.). *Traditional Media for Development: Indigenous Structures and Folk Media in Non-Formal Education.* Bonn, German Foundation for International Development, 1980.
Institute of Adult Education. *Popular Theatre and Participation in Development.* Institute of Adult Education, University of Botswana. Publication No. 3.
International Institute for Literacy Methods. *Literacy in Development.* A series of training monographs. Tehrar, Hulton Educational Publications.
Mackenzie, R. J. *The National Popular Theatre Workshop.* Institute of Adult Studies, University of Botswana. Publication No. 1, 1978.
Moletsane, R. M. *Popular Media.* National University of Lesotho.

## MODULE THIRTEEN

## EVALUATION TECHNIQUES

### Objectives

The participants will be able to:

- acquire knowledge and skills in evaluation processes;
- acquire skills in basic statistical procedures and research methods;
- design and execute formative and summative evaluation activities in learning situations and development projects;
- disseminate and feed back evaluation findings to planners, decision-makers, and project implementers.

### Content

- evaluation models and approaches;
- Why evaluation? (assessment of objectives, resources, change of behaviour, job performance, use of skills, etc.);
- Who evaluates?;
- when to evaluate;
- types of evaluation:
  - —formative—needs assessment;
    monitoring;
  - —summative;
  - —follow-up;
  - —formal/informal;
- evaluation steps:
  - —setting objectives;
  - —designing instruments (interviews, questionnaires, etc.);
  - —definition and selection of samples;
  - —data collection;
  - —presentation and display of data;
  - —analysing and interpretation;
  - —modification of plan;
- basic statistical methods;
- feedback and dissemination of findings.

### Training Approaches and Strategies

- short and long courses (in-service/pre-service);
- workshop/seminar.

### Instructional Strategies

- practical exercises in developing and administering evaluation instruments;
- improved lecture method;
- fieldwork—collecting data, etc.;
- project assignment;
- case studies on project findings;
- group discussion;
- lectures, discussions with researchers and programme evaluators.

### Media

- print (charts, diagrams, textbooks, etc.).

### Bibliography and Resource Materials


Bhola, H. S. *Evaluating Functional Literacy*. Tehran. International Institute of Literacy Methods, 1980.

Bhola, H. S. *Evaluating Development Training Programmes*. Bonn, German Foundation for International Development, 1980.

Clarke, N. and McCaffery, J. *Demystifying Evaluation*. New York, World Education, 1980.

Commonwealth Secretariat. *Evaluation of Social Development Programmes. A Handbook for Evaluation with Special Reference to Youth Work*. Commonwealth Youth Programme, 1974.

Knox, A. B. *Programme Evaluation in Adult Basic Education*. Tallahassie, Florida Research Information Processing Centre, 1971.

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